

# COMMITMENT-TO-SUCCESS PLAN 2023-2027

A great place to  
**LEARN, WORK and GROW**



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD



# COMMITMENT-TO-SUCCESS PLAN • 2023-2027

*(Final version approved by the MEQ September 28, 2023)*

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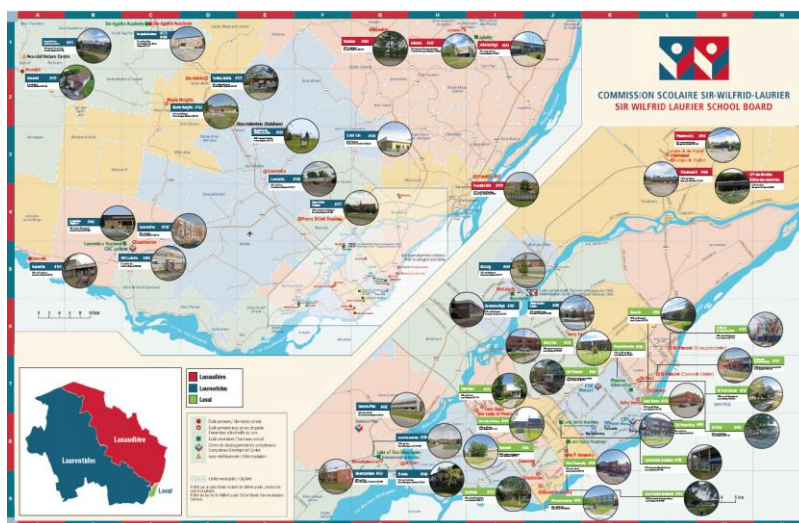
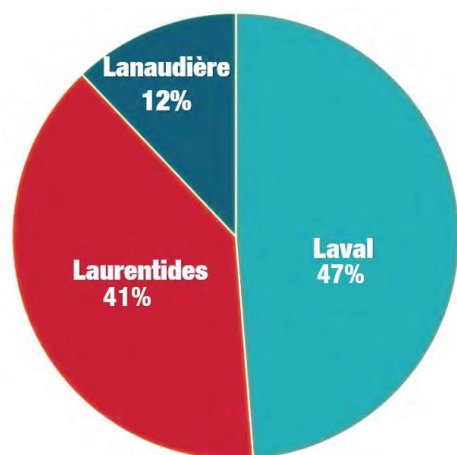


## Section 1: School Board at-a-Glance

### Overview

The Sir Wilfrid Laurier School Board (SWLSB) is the third-largest English school board of the province of Québec. Its territory comprises the administrative regions of Laval, Lanaudière, and the Laurentides, spanning over 35,000 square kilometres. It is situated on territory covering the traditional territory of the Mohawk and Algonquin Nations. The student population is over 14,000 students, attending classes in 26 elementary schools, nine secondary schools and two Adult Education and two Vocational Training centres. The school board also offers business training services (*Service aux entreprises*).

Figure 1. Distribution of student population on the SWLSB territory.



### Elementary Sector

All of our 26 elementary schools offer preschool to Grade 6 programs. Many of them also offer the Kindergarten for 4-year olds program which allows students to develop in an inclusive, rich and stimulating environment. All our elementary schools offer full-day preschool programs in English or French Immersion.

In 2024, we are planning to open the 27<sup>th</sup> elementary school on our territory in the Lanaudière region, more specifically in Saint-Lin-Laurentides. This new school will have a capacity of 350 students.

**NEW!** In June 2023, we were officially notified by the Ministry of Education that funding has been approved for the construction of two new schools, one in the Laurentides Est region, and another one in the Laurentides Sud-Est region.

### Secondary Sector

All of our nine secondary schools provide an academic program of courses prescribed by the Ministère de l'Éducation du Québec (MEQ), leading to a Secondary School Diploma. They also offer various programs that meet the needs of students, including two of our high schools offering Sport-Études program certified by the MEQ.



## Adult Education

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We have two centres located in Laval and the Laurentides where education is tailored for each student. Our centres are inclusive and community-oriented environments that provide the attention students need to succeed. We have dedicated teachers, guidance counsellors and a social worker on-site. We offer a variety of services that include:

- Completion of the Québec Secondary School Diploma
- Prerequisites for vocational training
- Prerequisites for post-secondary (CEGEP) studies
- Francization classes to facilitate integration in the Québec society
- Basic to intermediate English-language classes for all
- Social Integration Services (SIS) for adults with special education needs

## Vocational Training

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We have two vocational training centres across our territory. Whether students are interested in a career in office technologies, hospitality, health care or a skilled trade we have the programs that will suit their needs and interests.

We have a dedicated team of professionals who meet with students individually to discuss their career goals and develop an individualized success plan to take them from learning directly into the world of earning in the following programs:

- 1.3 Contractor for all Building
- Accounting Studies
- Computing Support
- Construction Business Management
- Customer Service
- Health, Assistance and Nursing
- Institutional and Home Care Assistance
- Professional Sales
- School Daycare Educator
- Secretarial Studies
- Secretarial Studies – Legal
- Starting a Business
- Updating Program, Nursing Assistants

For more information about our schools and centres: <https://www.swlauriersb.qc.ca/en/schools/about-us>

## Customized Training Services

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We deliver high quality, personalized training while providing a flexible, time-efficient and streamlined service. With a team of experienced instructors from various professional backgrounds who impart their expertise, we are a partner of choice for all training needs.

<https://bilingualtraining.ca/qualification/about-us/>

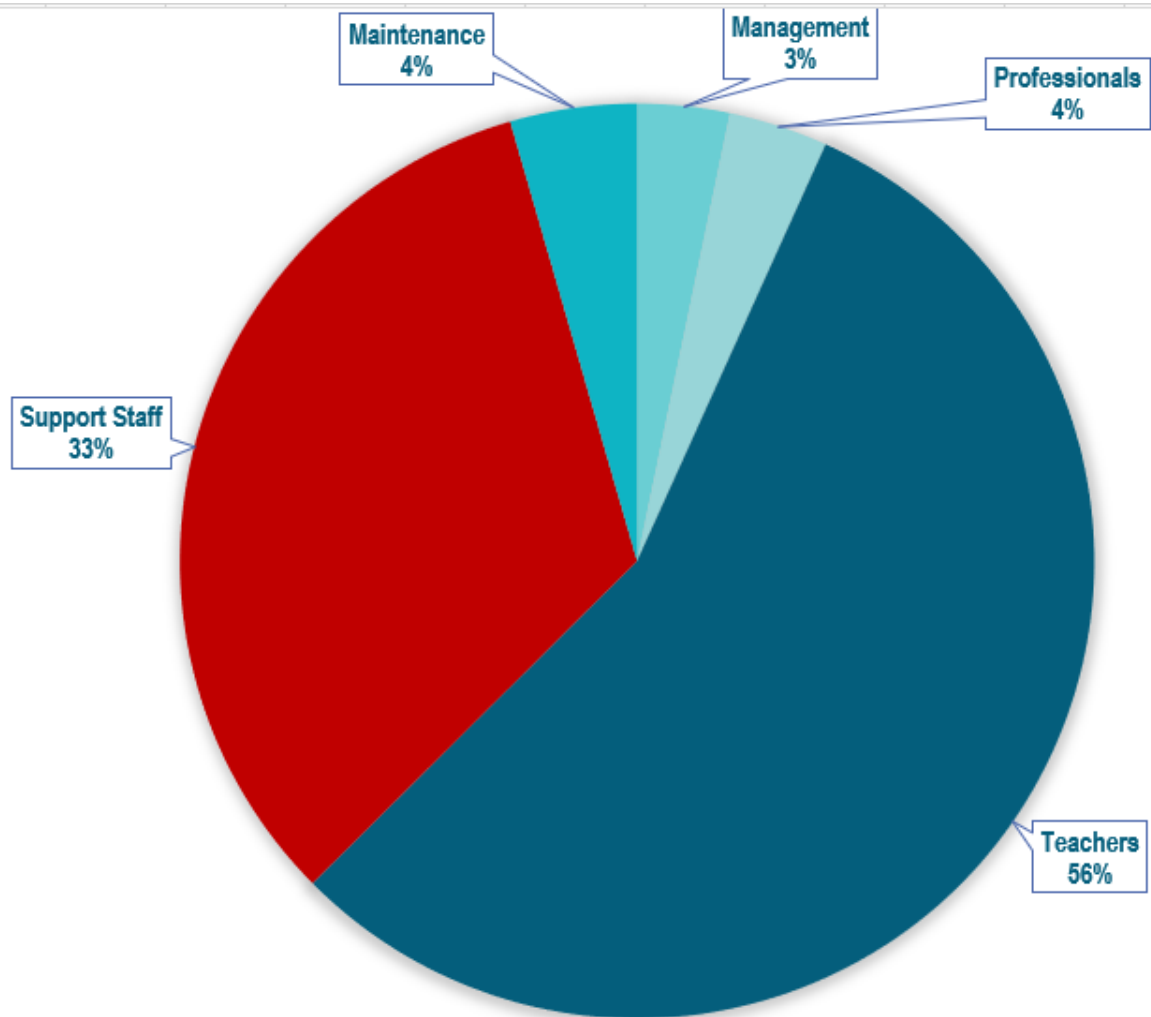


## Workforce

As we continue to grow our team, we provide our workforce of dedicated employees high quality professional development opportunities so they can thrive and contribute to student success.\*

- Management = 91
- Professionals = 98
- Teachers = 1,557
- Support Staff = 920
- Maintenance = 125

\*Data as of June 2023.





## Vision and Mission

**Vision** | The Sir Wilfrid Laurier School Board believes that all students deserve its complete commitment to their success.

**Mission** | The Sir Wilfrid Laurier School Board's mission is to provide engaging and innovative learning where everyone achieves success and well-being. To accomplish its mission the school board:

- Supports student success;
- Prepares students for the future;
- Offers equitable and varied educational options.

### Declaration of Services

In line with our mission and values, the Sir Wilfrid Laurier School Board is dedicated to serving its stakeholders with excellence and integrity, as well as a student-focused approach.

### Our Values

- Cultivate a positive climate to ensure all members feel safe, respected, nurtured and accepted
- Recognize the uniqueness of all individuals
- Promote consistent, transparent and honest interactions with all our stakeholders
- Recognize the rights of others, the environment and the community
- Ensure honesty, integrity and accountability in all undertakings from all our employees and commissioners

### Our Commitment to You

- **Student-Centered Learning:** We provide engaging, innovative education that empowers all students to succeed.
- **Parent and Guardian Partnership:** We engage parents and guardians as vital and valued collaborators in their child's education.
- **Staff Well-being:** We prioritize the well-being of our staff through professional development and a collaborative and respectful work environment.
- **Equity in Education:** We offer diverse, equitable and inclusive educational options to meet students' needs.
- **Open Communication:** We foster open dialogue through transparent and accessible communication channels.
- **Community Partnerships:** We collaborate with local partners to enrich our students' learning experiences.
- **Environmental Responsibility:** We promote environmental awareness and sustainability within our educational practices.
- **Accountability and Ethics:** We uphold the highest standards of honesty, integrity, and accountability.
- **Continuous Improvement:** We continuously evaluate and improve our services to ensure excellence.







## Section 2: Analysis of Current Situation

### Student Success

The graduation and qualification rate by cohort corresponds to the proportion of students newly enrolled in Secondary 1 who have obtained a diploma or a qualification after seven years.<sup>1</sup> Diplomas and qualifications can be obtained after five, six or seven years of schooling, in the Youth Sector, Adult Education or Vocational Training Sectors. The official graduation and qualification rate for an organization is the seven-year cohort.

The official graduation and qualification rates for all schools in Québec, for the English boards and for SWLSB are presented in Figure 1. The graduation and qualification rate trend appear to be stable since the past four years. While the total graduation rate in Québec is at 81% after seven years, SWLSB's graduation and qualification rate hovers over 88%, which is two points higher than that of the other English boards, and approximately 7% higher than that of the province.

### Graduation & Qualification Rates after 7 years

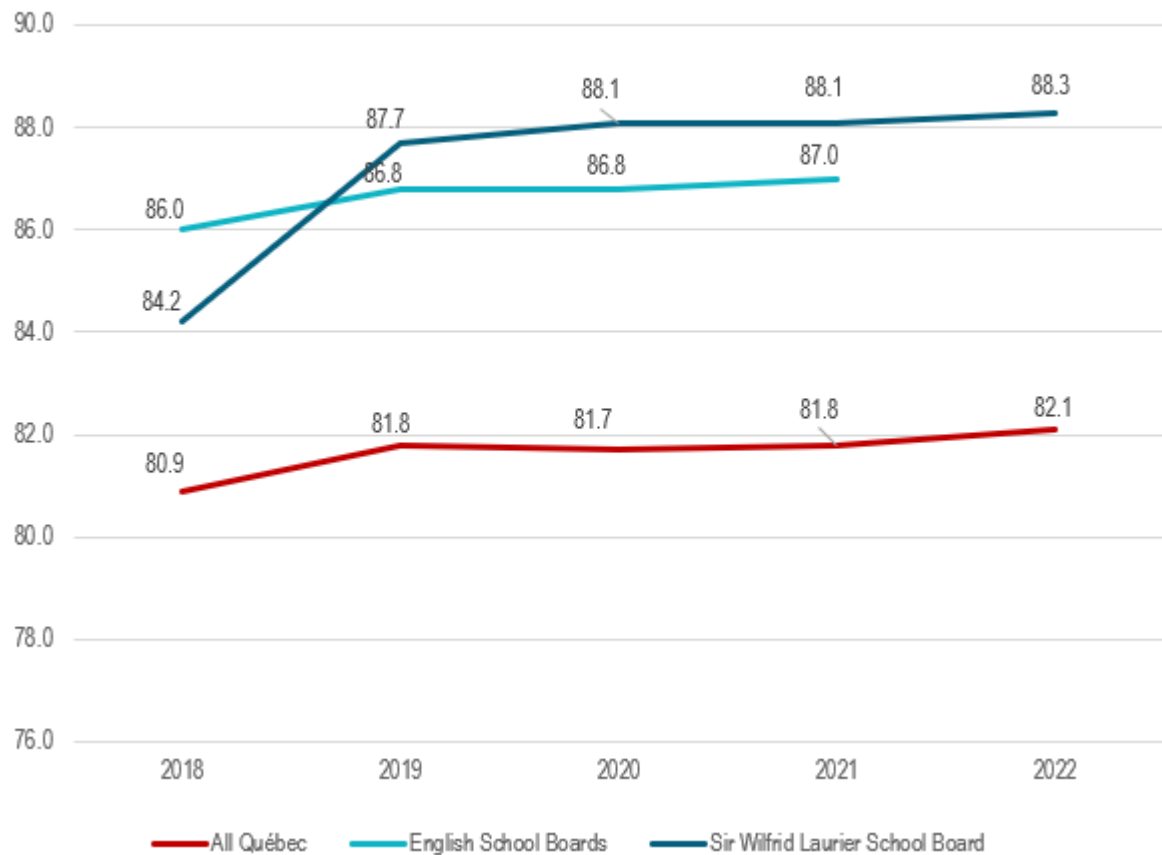


Figure 1. Graduation and Qualification Rate, After Seven Years: Québec, English Schools and SWLSB.<sup>2</sup>

<sup>1</sup> For a complete explanation, refer to p. 5 of the *Rapport de diplomation*.

<sup>2</sup> *Ibid.*



Another important indicator of student performance is the successful completion of “compulsory” subjects, which include uniform ministerial examinations. The final grade in a subject is a weighted combination of the exam mark and the class mark.

To obtain their Secondary School Diploma, students must obtain a passing grade in the following courses:

- Secondary 4: Mathematics, Science and Technology, and History of Québec and Canada.
- Secondary 5: English Language Arts (ELA) and French as a second language (FSL) *base* or *enrichi*

*Table 1. Ministerial Exam Results by Subject: June 2022.*<sup>3</sup>

Subject	Grade Level	Success Rate	No. of Students
English Language Arts	Sec. 5	93.8%	868
French as Second Language, programme de base	Sec. 5	90.3%	709
French as Second Language, programme enrichi	Sec. 5	96.2%	156
Mathematics (CST)	Sec. 4	69.6%	628
Mathematics (NS)	Sec. 4	88.3%	376
Science and Technology	Sec. 4	77.7%	830
Applied Science and Technology	Sec. 4	80.9%	115
History of Québec and Canada	Sec. 4	85.1%	953

Note: The success rate for ministerial exams is an interesting gauge of success in general. However, the disruption to optimal learning conditions that occurred during the pandemic must be considered when analyzing these results. More specifically, the important number of student and staff absences as well as emergency measures in effect, such as removing ministry exams during the 2019 and 2020 school years, affect the reliability of interpretations based on this trend data.

## School Climate

*School climate is the learning environment and relationships found within a school and a school community. A positive school climate exists when all members of the school community actively promote positive interactions, have a sense of belonging and feel socially, emotionally, and physically safe.*<sup>4</sup>

To collect information about specific dimensions of school climate, including students’ perceptions, schools use the Our School survey created by The Learning Bar.<sup>5</sup> These survey results are analyzed and used as a basis to inform the creation of the Anti-Bullying and Anti-Violence (ABAV) plan.<sup>6</sup>

The Our School survey results about school safety and levels of anxiety are presented below.

<sup>3</sup> Lumix Dashboard: Local Statistics. Last access: September 2022.

<sup>4</sup> For a complete definition: Pedagogical Services website: <https://www.swlsb.ca/support/school-climate-team>. Last access: March 2023.

<sup>5</sup> The Learning Bar: <https://thelearningbar.com/>. Last access: March 2023.

<sup>6</sup> See MEQ website: <http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/bill-56/>





## Feeling of Safety

On the basis of the OurSchool Survey results, the feeling of safety at elementary schools since 2016-2017 was deemed an area of focus, as student perception fell below the Canadian norm (CN) (see Table 2).

Table 2. OurSchool Survey Results – 2016-2021

Elementary Students: <i>Feel safe attending this school</i>						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SWLSB	59%	55%	53%	NA*	55%	51%
Canadian Norm	68%	68%	65%	NA	65%	65%
Secondary Students: <i>Feel safe attending this school</i>						
SWLSB	42%	43%	44%	NA	51%	39%
Canadian Norm	64%	64%	65%	NA	65%	65%

\*Not implemented due to COVID-19

## Student Anxiety

Strategies to promote a positive school climate continue to address concerns about increasing anxiety level amongst students. In 2017, 23% (CN-16%) of elementary students reported a moderate to high level of anxiety, rising to 31% (CN-22%) in 2022. Secondary school students reported a moderate to high level of anxiety at 24% (CN-18%) in 2017 and 32% (CN-26%) in 2022. While the most recent results may reflect a reaction to the pandemic, they remain worrying and require further study.



## Section 3: Challenges

The seven local challenging issues and corresponding initiatives are presented below.

### Challenge #1: At-Risk Students

The SWLSB graduation rate is 88.3% (May 2023). The latest data from 2019-2020 indicate that the school leavers (i.e., dropout) rate for SWLSB was 12.8% overall. The rate of boys who left the system without a certificate or qualification was 14.2% whereas the rate for girls was 11.3%.<sup>7</sup> Student-specific risk factors as well as the labour shortage negatively affect the continued success of all students in Québec, especially boys, with the labour shortage being unlikely to improve significantly in the years to come.

As defined in the Teachers' Collective Agreement, at-risk students are preschool, elementary or secondary school students who display characteristics likely to affect their learning or behaviour that will place them in a vulnerable situation, particularly with respect to academic failure or their socialization, without immediate intervention. These students usually have an individualized education plan (IEP). Students with Handicaps, Social Maladjustments or Learning Difficulties (EHDA) are students with a diagnosed condition who present with limitations that interfere with their learning and who require support measures to function at school. The MEQ uses the presence of an IEP as the only indicator for at-risk and HDAA students combined. In 2022, 18% of SLWSB students had an IEP.

<sup>7</sup> [Taux de sortie sans diplôme ni qualification au secondaire](#) (2022 edition), page 10.



The first ministerial priority in education is to increase the graduation rate of all students in both the public and private sectors. Thus, the MEQ identified several at-risk clientele who traditionally do not obtain a first diploma or certification before the age of 20.

There are five groups of at-risk students:

- 1) at-risk and HDAA students, as explained above
- 2) boys
- 3) people whose mother tongue is not the language of instruction
- 4) immigrants
- 5) students living in an impoverished area

For each of the five groups, trends indicate important success gaps necessitating specific actions.

## Challenge #2: School Climate

There are several initiatives that fall under the category of school climate.

### Violence and Bullying

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Each SWLSB school and centre has an Anti-Bullying and Anti-Violence (ABAV) plan as defined in the Québec Education Act (75.1). The main purpose of the ABAV plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

Board-wide initiatives to foster a positive school climate have been focused on staff training in relation to conflict prevention and de-escalation of negative behaviours. SLWSB embraced what is known as restorative practices, which are rooted in restorative justice. This approach focuses on building, maintaining, and restoring positive relationships when there are incidents that involve interpersonal conflicts.<sup>8</sup> A dedicated School Climate Team of Professionals from the Pedagogical Services Department responds to each school in support of these initiatives as well as local initiatives.

### Socio-Emotional Learning

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Socio-emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge,<sup>9</sup> skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.<sup>10</sup> Although the strength of the evidence is currently weak, some of the SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.<sup>11</sup>

### Mental Health and Well-being

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SWLSB collaborates with multiple community partners such as the CISSS de Laval, the CISSS des Laurentides and the CISSS de Lanaudière to carry out various activities of prevention and promotion with school teams. These activities support students likely to experience emotional, social, academic or family difficulties by creating conditions that are favourable to their psychosocial development. The SWLSB also collaborates with the Centre of Excellence for Mental Health (CEMH) to build staff capacity in implementing best practices in prevention and intervention.

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<sup>8</sup> International Institute for Restorative Practices: <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>.

<sup>9</sup> Institut de la statistique du Québec : Principaux indicateurs sur le Québec et ses régions : <https://statistique.quebec.ca/fr/vitrine/region>. Last Access: October 2022.

<sup>10</sup> Collaborative for Academic, Social and Emotional Learning (CASEL): <https://casel.org/fundamentals-of-sel/>. Last access: March 2023.

<sup>11</sup> Educational Endowment Foundation: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>. Last access: February 2023.



### Challenge #3: Employee Recruitment, Retention and Professional Learning

The current labour market is plagued with difficulties in attracting employees to the public sector. In all organizations, recruitment is a challenge and attracting enough employees to provide a service on such a large territory is a major hurdle, particularly in the Lanaudière and Laurentides regions. The significant issue of attracting and retaining qualified staff was already highlighted in the 2018 version of the CTSP and constituted one of the four main orientations.

Several strategies were put in place, either to attract qualified employees to the organization, or to provide professional development and other support to current personnel in schools, centres and the head office. These strategies are the following:

- Recruitment Efforts
- Mentoring Program
- Teacher Appraisal
- Professional Learning Communities
- Employee Assistance Program
- Dispute Prevention and Resolution

### Challenge #4: Effects of the COVID-19 Pandemic

In March 2020, the world reacted to the COVID-19 pandemic. As conditions changed frequently, health and safety measures were updated constantly.

#### Aftermath

The measures imposed during the pandemic, including closures, group contact restrictions and curfews, undoubtedly took their toll on a system not prepared for such an event. It is acknowledged that the impact of the pandemic may be continuing to compromise the health, the social and material well-being of the child<sup>12</sup> (link to document outlining the lack of evidence). Researchers have identified several areas of concern stemming from the pandemic amongst students, most notably early literacy skill gaps and anxiety rates.

### Challenge #5: Equity, Diversity, Inclusion

Fostering a sense of equity, diversity and inclusion is critical to ensure an educational environment that is safe, welcoming, and free from stigma and discrimination for all individuals, and to ensure that all can express themselves and live authentically. In preparing students to become upstanding citizens in their local community in Québec, in Canada or in the world, SWLSB embraces its values in creating a positive climate to ensure all people feel safe, respected, nurtured, and accepted.

As such, there are two initiatives taken by SWLSB to address Equity, Diversity and Inclusion in a proactive manner: 'IDEAction' and 'Truth and Reconciliation'.

#### IDEAction

IDEAction was officially launched to conduct an environmental scan through a strategic survey about Equity, Diversity and Inclusion. In February of 2022, a survey was sent to parents and employees. In the following fall, students from Grade 5 through Adult Education and Vocational Training received the same survey. Following the analysis of the survey responses from each group of stakeholders, the school board will revisit its policies and practices of Equity, Diversity and Inclusion for the purpose of improvement. The report is expected in 2023.

#### Truth and Reconciliation

SWLSB is also taking responsibility and investing in acts of Truth and Reconciliation. To support SWLSB schools, a Teacher's Guide on best practices related to Truth and Reconciliation education has been created and is accessible online.<sup>13</sup> Also related

<sup>12</sup> Organization for Economic Co-operation and Development, *Combating COVID-19's effect on children*, last updated August 11, 2020, [https://read.oecd-ilibrary.org/view/?ref=132\\_132643-m91j2scsyh&title=Combating-COVID-19-s-effect-on-children](https://read.oecd-ilibrary.org/view/?ref=132_132643-m91j2scsyh&title=Combating-COVID-19-s-effect-on-children).

<sup>13</sup> Pedagogical Services website: <https://fnmi.swlsb.ca/teachers-guide>.



to providing support on learning about various indigenous cultures, especially those on the SWLSB territory, a network of teachers from all schools and centres was established in 2020 to act as a community of practice who will bring back their learning to their schools and centres.

Some of the activities organized by SWLSB include a screening of the Oka crisis biopic movie 'Beans', workshops to infuse curriculum with First Nations, Métis and Inuit themes, workshops on the creation and use of land acknowledgements, and the purchase of professional development books for each school team.

## Challenge #6: Data-Informed Decision-Making

One of the key aspects of school improvement leading to student success is the action of monitoring the implementation of evidence-based strategies and to collect data about the change process so that revisions may be made in a timely fashion.

An important challenge is to access reliable, accurate and meaningful information in a timely fashion. There is certainly an abundance of raw data available for stakeholders. However, its current state requires some form of processing and compiling, prior to making sense of it and then effectively using it.

To remedy the challenge, SWLSB is currently adapting and/or designing dashboards to facilitate the visualization of the data.

Examples of these, include:

- Student demographic and academic dashboards for administrators
- At-risk student and dropout prevention monitoring dashboards
- Mozaïk Suite for teachers, administrators and professionals
- Human Resources Dashboard

One of the main advantages of these dashboards is that, by presenting the data visually (graphs, etc.) and in real time, they allow a quick understanding of the situation for data mining purposes. These features facilitate the stakeholders' monitoring tasks and their decision-making process.

## Challenge #7: School Life and Community Relationship

### Student Participation

The Council created the Central Students' Committee allowing for student representation on the Council of Commissioners. During the 2021-2022 school year, the Central Students' Committee was led by four commissioners, three of which were graduates of the Sir Wilfrid Laurier School Board. In accordance with the Student Representation at the Sir Wilfrid Laurier School Board policy, two students and one substitute were appointed in November 2021.

### Community Learning Centres

Fostering positive relationships between the schools, families and the community is key to student and school success. At SWLSB, there are four Community Learning Centre 'hubs' servicing a total of eight schools:<sup>14</sup>

- Laurentians: Laurentian Regional High School, Laurentia Elementary School, Morin Heights Elementary School
- Lanaudière: Joliette High School; Joliette Elementary School, Rawdon Elementary School
- Sainte-Agathe: Sainte-Agathe Academy
- Laval: Laval Senior Academy

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<sup>14</sup> <https://docs.google.com/document/d/1YVLU7a2Bk6ATEDRAWiN19KVyhW-89gyaXxJtuFg9toU/edit#heading=h.bh1siqgmV6l9>



# Section 4: MEQ Strategic Plan and SWLSB Orientations

## TABLEAU SYNOPTIQUE

### PLAN STRATÉGIQUE 2023-2027

Ministère  
de l'Éducation

#### MISSION

- Faire de la réussite de nos élèves la raison d'être des écoles et des centres, du réseau et du Ministère
- Positionner le réseau scolaire comme un employeur de choix
- Assurer la performance du Ministère
- Jouer un rôle moteur pour impliquer toute la société dans la mission éducative de l'État et dans la pratique d'activités de loisir et de sport

#### VISION

Viser l'excellence pour leur réussite : notre engagement!

#### VALEURS

- Bienveillance
- Engagement
- Excellence

Votre  
gouvernement

## TABLEAU SYNOPTIQUE

### PLAN STRATÉGIQUE 2023-2027

Ministère  
de l'Éducation

Suite ▶



Éducation  
Québec



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

## Enjeu 1: La réussite éducative

OBJECTIF	INDICATEUR	VALEUR DE DÉPART	CIBLE 2023-2024	CIBLE 2024-2025	CIBLE 2025-2026	CIBLE 2026-2027	
<b>Orientation 1: Faire de la réussite de nos élèves une grande priorité de la société québécoise</b>							
1 Accroître la réussite des élèves	1 Taux d'obtention d'un premier diplôme ou d'une première qualification en 7 ans après l'entrée au secondaire*	PEVR*	84,1 %	84,7 %	85,4 %	86,1 %	86,8 %
	2 Taux de réussite des garçons	PEVR	80,1 %	80,7 %	81,3 %	81,9 %	82,5 %
	3 Taux de réussite des EHDAA	PEVR	62,2 %	62,6 %	63,0 %	63,4 %	63,8 %
	4 Proportion d'élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire de lecture en français, langue d'enseignement, 4 <sup>e</sup> année du primaire (réseau francophone, public)	PEVR	70,0 %	72,5 %	75,0 %	77,5 %	80,0 %
	5 Proportion d'élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire de mathématique (compétence Résoudre), 6 <sup>e</sup> année du primaire (réseaux publics francophone et anglophone)	PEVR	66,0 %	68,0 %	70,0 %	72,0 %	75,0 %
	6 Proportion d'élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire d'écriture en français, langue d'enseignement, 2 <sup>e</sup> année du secondaire (réseau francophone, public)	PEVR	57,0 %	60,0 %	65,0 %	70,0 %	75,0 %
	7 Nombre total de classes de maternelle 4 ans		1 586 classes	1 725	1 875	2 025	2 175
<b>Orientation 2: Investir dans la formation professionnelle</b>							
2 Moderniser et valoriser la formation professionnelle	8 Taux d'obtention d'un diplôme en formation professionnelle après 3 ans	PEVR	80,9 %	81,9 %	82,9 %	83,9 %	84,9 %
	9 Nombre de personnes diplômées additionnelles en formation professionnelle dans les domaines jugés prioritaires	n. d.	6 500	7 800	7 800	7 800	7 900
<b>Orientation 3: Faire des écoles et des centres des espaces accueillants</b>							
3 Renover et moderniser nos infrastructures scolaires	10 Proportion de bâtiments visés du réseau scolaire dont l'état est satisfaisant		39 %	39 %	40 %	42 %	45 %
	4 Développer de nouveaux projets pédagogiques particuliers	11 Taux de participation des élèves du secondaire du réseau public à un projet pédagogique particulier	PEVR	44,6 %	50,0 %	57,0 %	66,0 %
5 Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves	12 Proportion d'écoles et de centres ayant recours au référentiel sur le bien-être de l'élève, élaboré en fonction des données issues de la recherche, pour faire une analyse de situation de leur milieu	PEVR	0 %	25 %	50 %	75 %	100 %

## Enjeu 2: Le personnel scolaire

OBJECTIF	INDICATEUR	VALEUR DE DÉPART	CIBLE 2023-2024	CIBLE 2024-2025	CIBLE 2025-2026	CIBLE 2026-2027
<b>Orientation 4: Rehausser la qualité de l'enseignement</b>						
6 Rehausser le nombre d'enseignants qualifiés dans le réseau	13 Taux d'augmentation de l'effectif dans les programmes de formation initiale à l'enseignement	19 855 étudiants	4 %	4 %	4 %	4 %
	14 Nombre de nouvelles inscriptions dans une voie d'enseignement	0 personne	1 000	1 500	2 000	2 500

\* Les indicateurs identifiés PEVR sont ceux qui seront prévus aux plans d'engagement vers la réussite du réseau scolaire pour le prochain cycle.

Québec

## Enjeu 3: La gouvernance

OBJECTIF	INDICATEUR	VALEUR DE DÉPART	CIBLE 2023-2024	CIBLE 2024-2025	CIBLE 2025-2026	CIBLE 2026-2027
<b>Orientation 5: Rendre le Ministère et le réseau plus performants</b>						
7 Renforcer l'utilisation de la donnée de gestion dans le réseau	15 Proportion de centres de services et commissions scolaires participant à des communautés de praticiens en intelligence numérique	10 %	54 %	75 %	85 %	90 %
8 Rehausser le leadership des directeurs d'établissement et des dirigeants du réseau	16 Proportion de centres de services et commissions scolaires déclarant avoir implémenté un plan de déploiement des pratiques reconnues efficaces par la recherche	0	25 %	50 %	75 %	100 %
9 Valoriser le personnel du Ministère	17 Taux de mobilisation du personnel	71 %	73 %	75 %	77 %	80 %

## Enjeu 4: Le sport, le loisir et le plein air (ambition : faire bouger les Québécois)

OBJECTIF	INDICATEUR	VALEUR DE DÉPART	CIBLE 2023-2024	CIBLE 2024-2025	CIBLE 2025-2026	CIBLE 2026-2027
<b>Orientation 6: Valoriser la pratique et l'accessibilité des sports, des loisirs, et des activités physiques et de plein air pour tous</b>						
10 Assurer une plus grande accessibilité aux infrastructures de sport et de loisir	18 Proportion de MRC dont au moins un projet d'infrastructures sportives, récréatives et de plein air est retenu à des fins de financement	66 %	s. o.	70 %	73 %	76 %
11 Promouvoir la présence et la participation des filles et des femmes	19 Proportion de femmes qui siègent aux conseils d'administration des organismes à but non lucratif québécois de sport et de loisir	27 %	28 %	30 %	33 %	37 %
<b>Orientation 7: Favoriser une pratique saine et sécuritaire des sports, des loisirs, et des activités physiques et de plein air pour tous</b>						
12 Augmenter les actions qui favorisent une pratique saine et sécuritaire des activités sportives, physiques, récréatives et de plein air	20 Proportion de fédérations sportives et d'organismes nationaux de loisir reconnus ayant adhéré à l'énoncé ministériel sur la protection de l'intégrité qui ont offert des activités de sensibilisation, d'information et de formation	n. d.	25 %	50 %	75 %	100 %

2023-09-07

SWLSB Orientations		Objectives
STUDENTS	1. To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.	1. To improve board-wide special needs students' reading levels through targeted interventions.
		2. To ensure that SMART goals are fixed and that legal requirements are met when developing a student's IEP.
		3. To provide training to enable all categories of employees to better support special needs and at-risk students.
EMPLOYEES	2. To attract, retain, and support quality employees.	4. To ensure staff participation to a minimum of two professional development (PD) opportunities yearly.
		5. To ensure that collaborative teams, like Professional Learning Communities (PLCs), are in place in all schools and centres to allow the sharing of best practices.
		6. To implement an action plan with annual targets to promote a culture of collaborative and respectful working environments in all schools, centres and departments.
		7. To develop and implement a recruitment plan with annual targets.
BILINGUALISM	3. To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.	8. To increase the level and competency of French by the end of the CTSP:
		8.1 At the elementary level: offer French as a Second Language (FSL) immersion in all classes.
		8.2 At the secondary level: offer FSL enriched programs in all high schools, at all levels.
		8.3 At the Adult Education level: increase the offer of Francization classes.
		8.4 At the Vocational Training level: increase the level of proficiency in program modules delivered in French.
		9. To promote cultural appreciation and understanding of the French language and culture.





CTSP indicators				
Objectives	2023-2024	2024-2025	2025-2026	2026-2027
<b>Increase student achievement</b>				
First diploma or qualification attainment rate in 7 years after entering high school Starting value: 84.1%	84.7%	85.4%	86.1%	86.8%
SWLSB Starting value: 88.3%	88.7%	89.1%	89.5%	89.9%
Success rate of boys Starting value: 80.1%	80.7%	81.3%	81.9%	82.5%
SWLSB Starting value: 83.2%	84.0%	85.0%	86.0%	86.5%
Success rate of students with <i>handicaps, social maladjustments or learning difficulties</i> (HDAA) Starting Value: 62.2%	62.6%	63.0%	63.4%	63.8%
SWLSB Starting value: 71.0%	71.2%	71.4%	71.7%	72.0%
Proportion of students who obtain between 70% and 100% on the Compulsory Math Test (Solve Skill), Grade 6 elementary (English and French public network) Starting Value: 66.0%	68.0%	70.0%	72.0%	75.0%
SWLSB Starting value 49.32%	53.0%	57.0%	61.0%	66.0%
<b>Modernizing and enhancing vocational training</b>				
Rate of completion of vocational training after 3 years Starting value: 80.9%	81.9%	82.9%	83.9%	84.9%
SWLSB Starting value: 72.6%	73.6%	74.6%	75.6%	76.6%
<b>Develop new specific educational projects</b>				
Participation rates of secondary school pupils in the public network in a particular educational project Starting Value: 44.6%	50.0%	57.0%	66.0%	75.0%
SWLSB Starting value: 28.0%	33.0%	40.0%	49.0%	58.0%
<b>Improve the climate of caring, well-being and safety for students</b>				
Proportion of schools and centres using the Student Well-Being Framework, based on research data, to conduct a situational analysis of their environment 2022-2023 Starting Value: 0%	25.0%	50.0%	75.0%	100.0%
SWLSB Starting value: 0%	25.0%	50.0%	75.0%	100.0%



## Section 5: Timeline – Consultations

Date	Consultation
August 2022	<ul style="list-style-type: none"><li>• Communication of CTSP process</li><li>• Creation of CTSP working table</li></ul>
October 2022	<ul style="list-style-type: none"><li>• Survey launch to SWLSB communities and partners (internal and external)</li><li>• 2,369 respondents completed the survey</li></ul>
November 2022	<ul style="list-style-type: none"><li>• Compilation and analysis of survey results (data mining)</li></ul>
January 25, 2023	<ul style="list-style-type: none"><li>• Town Hall Meeting and Discussions for SWLSB communities and partners (internal and external)</li></ul>
May 2023	<ul style="list-style-type: none"><li>• First draft of CTSP orientations and objectives</li></ul>
June 2023	<ul style="list-style-type: none"><li>• Adoption of the CTSP by the Council of Commissioners</li></ul>
July 2023	<ul style="list-style-type: none"><li>• Submission to MEQ</li></ul>
August 2023	<ul style="list-style-type: none"><li>• Feedback received from MEQ</li></ul>
September 13, 2023	<ul style="list-style-type: none"><li>• Submission of revised version to MEQ</li></ul>
September 28, 2023	<ul style="list-style-type: none"><li>• Received MEQ approval of CTSP</li></ul>
October 25, 2023	<ul style="list-style-type: none"><li>• Launch of CTSP at Council of Commissioners meeting</li></ul>

### Individuals and groups who were consulted

- Student councils of our high schools
- All SWLSB employees
- All SWLSB families
- Community partners on our territory
- Special education advisory committee (SEAC)
- Parents' committee (PC)
- Management Team and Commissioners







## Section 6: Monitoring our CTSP 2023-2027

The focus of the next five years will be to foster a culture based on data and research to identify the impacts of our pedagogical and administrative practices.

By basing decisions on evidence-based research and data, we will effectively monitor the progress of our orientations. By consistently evaluating the results and impacts of various initiatives, we will be able to identify areas of improvement and make data-driven decisions to enhance student learning experiences. Implementing a culture of data will not only provide our organization with valuable insights into student progress but also fosters a collaborative environment where stakeholders can collectively work towards achieving the shared goal of improving student outcomes.



## Section 7: Signatories of the COMMITMENT-TO-SUCCESS PLAN

Signed in Rosemère (Québec) on this	<b>28<sup>th</sup> of September, 2023</b>		
	Day	Month	Year
			
Paolo Galati, Chairperson	Frédéric Greschner, Interim Director General		

